# Play of Schoolchild in Japan – Game   play in a local area -

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*Keywords: children's play, elementary school, local area on Japan , questionnaire, game*

Introduction: In Japan, children's play environments have changed over the last 60 years. Everyone knows the thing that develops   creativity, social skills, body, and sensitivity through the play of the child. But both the number of children playing and the time they spend has dropped. The four elements of play itself: time for play, space to play, the group of playmates, and forms of play, have all changed dramatically in the last thirty to forty years, and have mutually influenced each other. As a result, Japanese children no longer seem enthusiastic about playing outside. It is thought that in Japan the greatest reason for the change from outdoor to indoor play is that children's play space has disappeared. Especially, the deterioration in play environments affected small towns as questionable. These conversely became worse than city conditions.

Method       : I mainly report the result of the schoolchild's play in 2010. I investigate the play of about 1300 children in Tsubata town. (Tsubata town is small town in Japanese local area.) I send out questionnaires with elementary schoolchildren, and compare the situation of play at 2010. Questionnaires respondents included 1300 children (9 elementary schools). Table 1 summarizes the information of the children. In the research, I asked the elementary school children to answer a questionnaire. I examine how long the children play, where they play, what they play with, and who they play with. The research shows that children do 15 kinds of play, have 10 kinds of playgrounds and 8 kinds of playmates. Among them, we focus on the game play in the report now.

Figure1. Location of Tsubata town

Table1.

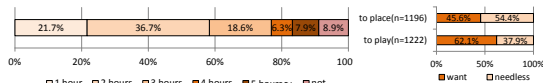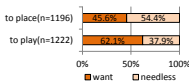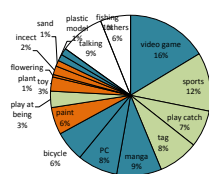| school | distribution | participant | number of people | gender | grade |
|---|---|---|---|---|---|
| A e.s. | | | 211 | | second grader 391(31.5%) |
| B e.s. | | | 183 | male 617 (50.2%) | |
| C e.s. | 1305 | 1241 (return 94.8%) | 244 | | |
| D e.s. | | | 223 | | forth gradder 405(32.6%) |
| E e.s. | | | 151 | | |
| F e.s. | | | 138 | female 612 (49.8%) | |
| G e.s. | | | 51 | | sixth grader 445(35.9%) |
| H e.s. | | | 22 | | |
| I e.s. | | | 18 | | |

Figure2. Time to Play

Figure3. Volition of play

Figure4. Contents of Play
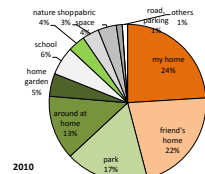*multiple choices of 18 contents (mix 3 choices)

Figure5. Space of Play
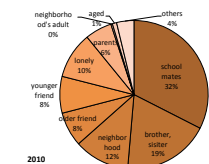*multiple choices of 10 contents (mix 3 choices)

Figure6. Partner of Play
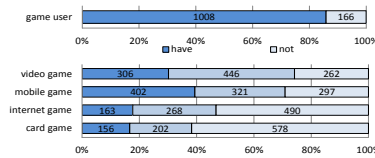*multiple choices of 10 contents (mix 3 choices)

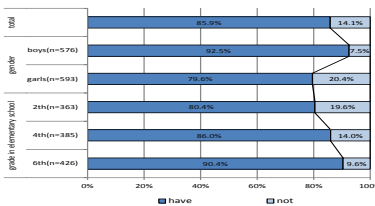Figure7. Gaming Machine Possession rate and Usage Frequency

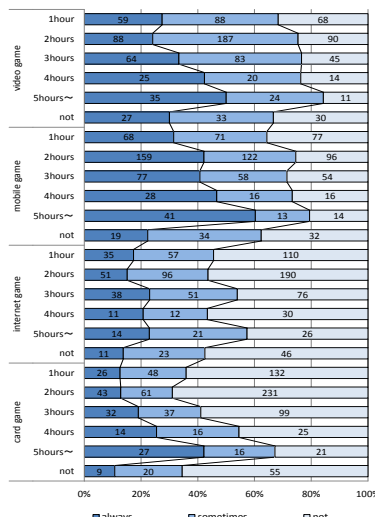Figure8. Gaming Machine Possession rate (by gender and grades)

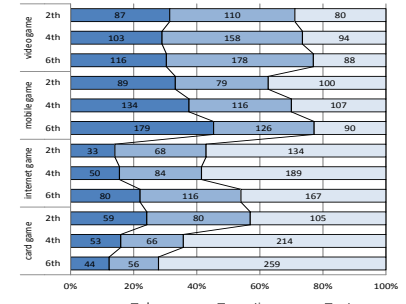Figure8. Gaming Machine Possession rate (by gender and grades)

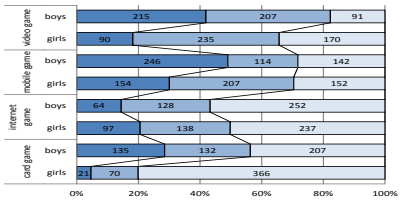Figure9. Game Machine Usage Frequency by grades
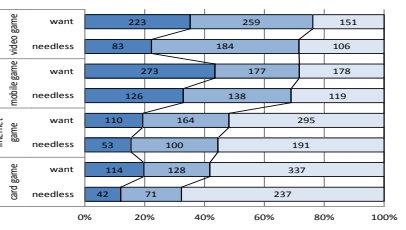
Figure10. Game Machine Usage Frequency by gender

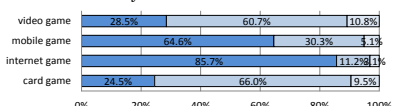Figure11. Game Machine Usage Frequency by Volition of Play

Figure12. Number of People with playing by Game Machine

Results     : I was classified into four types of game the video games, mobile games, Internet games and card games. Figure 7 to 12   show the results of the games' questionnaire. 85% of the respondent answers have some game machines. Children's play   are high frequency to in the order of   video games ≧  mobile games > internet games > card games. For each of the 4 types of game plays, the results were tabulated by the time of play, grades, gender, and volition of play, respectively.

Conclusion: Overall, the game play is seen a lot in the men's and the upper grades and suburban area. However, the Internet game is popular with girls. There was no correlation between the Internet and the playing willingness. But another games has high playing motivation tend to playing time becomes longer. Video games and card games is a high tendency to play with many playmates. Mobile games and the Internet is the percentage play with one person is high. Internet game has been found that there is a possibility to advance the loneliness of the children's play.

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